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THE FORMATION OF JUNIOR SCHOOLCHILDREN'S ECOLOGICAL COMPETENCE AT THE PRESENT STAGE OF THE DEVELOPMENT OF UKRAINIAN SOCIETY

One of the most urgent problems of the present is ecological. In the conditions of aggravation of ecological crisis in Ukraine its present orientation on nature protection plays an extremely important role. One of the priority tasks of ecological education and upbringing in a modern primary school is the formation of a self-developed personality with a high level of ecological competence, which is proclaimed by the National Doctrine of Development in the 21st Century [1].

The problem of ecological competence of junior schoolchildren is reflected in the works of such outstanding scientists as G. Bilyavsky, A. Zakhlebny, V. Krychochenko, I. Kotsko, etc. Effective forms, methods and means of ecological education in the conditions of secondary school were determined by L. Belenka, G. Pustovit, Y. Reva, L. Rudenko, G. Tkachuk, L. Tsaryk and others.

The problem of environmental competence of the younger generation has been urgent in all times of human existence. This concept is closely related to such categories as ecological consciousness, ecological thinking and ecological values [2].

Even ancient Greek thinkers J. Herder and E. Kant believed that nature was the basis of all the humanity, being the basis of its culture [3]. According to V. Vernadsky and I. Chizhevsky, all social processes that appear on our planet are created through space that human civilization arose (the theory of the unity of the world of people and nature) [4].

A great educator K. D. Ushinsky did not stay away from environmental issues as well. He stressed that knowledge of the objective world was impossible without knowledge of ecological connections that really existed in it. Their study is so important nowadays that it should be considered as a necessary condition for forming the basics of the dialectical-materialistic world in schoolchildren. At the same time, the study of ecological connections plays an important role in the development of children's logical thinking, memory and imagination.

The process of ecological education in the broad sense is the process of ecologization of personality, its formation as a notion of a certain type of culture. Ecological education is a purposeful influence on the personality at all stages of human life by means of the developed system of means and methods which has the aim of forming ecological consciousness, ecological culture, ecological behavior and ecological responsibility [5].

Thus, ecology is the science of the future, and it is possible that the very existence of a human will depend on the achievements in this field. That is why upbringing of an ecologically aware person should begin in early childhood, in primary school. At

the same time, a child should be able to discover the essence of all living things, to understand that nature is the highest value, that nature and human activity are closely interrelated.

Scientific researches show that the process of forming ecological competence at a young school age should be fulfilled with an inseparable connection with the mental education and as a part of children's civic education, with the aesthetic education, which develops a sense of the beauty of nature and stimulates the environmental activities of students, with the moral education that forms a sense of responsibility for nature and people. A child at a school age masters the world around him on the subject-activity and emotional-sensory basis. The visual image formed during this period is the most important factor in the development of ecological culture of adolescence. Game creative activity, based on the experience of interaction with the environment, acts as a "second reality" in children's worldview. However, the most important regularity of the process of forming ecological competence is the student's gradual overcoming of children's mythological color perception, the separation of nature and selfishness as self-contained objects that are in the surrounding life. In this case, the intensity of emotional and sensory perception does not decrease throughout all this period [6].

Thus, ecological awareness is formed in the process of ecological education. The peculiarities of the formation of environmental competence of a junior student is closely connected with the knowledge obtained by the child. After all, unlike preschoolers, a junior student is more informed, and he shows more understanding of environmental issues. He can make conclusions independently and express his opinion showing the appropriate level of environmental culture. This process also determines the positive emotional and motivational attitudes of the school to environmental processes and phenomena as well as the ability to identify their environmental values and beliefs, positive motives in the relevant environmental actions and deeds.

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